

Measuring College Readiness

**The Idaho
Graduating Class of 2005**



ACT[®]

Overview

This report provides information about the performance of Idaho 2005 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Part I: Academic Achievement

Part II: Measuring College Readiness

Part III: Early Indicators of College Readiness

ACT Components

- Tests of academic achievement: English, math, reading, science, writing*
- High school grades and courses
- Student Profile Section
- Career Interest Inventory

*Results of the optional ACT Writing Test will be reported for the class of 2006.

ACT Features

- Based on National Curriculum Survey[®]
- Scores tied to empirically derived College Readiness Standards
- Research-based College Readiness Benchmark Scores

For more information on the ACT, go to www.act.org.

Part I

Academic Achievement

ACT Participation and Performance

- Five-Year Trends
- Racial/Ethnic Groups
- Minimum Core vs. Non-Core



Idaho and National Average ACT Composite and Subject Area Scores, 5-Year Trends

		2001	2002	2003	2004	2005
English	State	20.7	20.4	20.3	20.4	20.5
	National	20.5	20.2	20.3	20.4	20.4
Math	State	21.0	20.9	20.8	20.9	20.9
	National	20.7	20.6	20.6	20.7	20.7
Reading	State	22.0	21.9	21.9	22.0	21.9
	National	21.3	21.1	21.2	21.3	21.3
Science	State	21.5	21.3	21.1	21.2	21.2
	National	21.0	20.8	20.8	20.9	20.9
Composite	State	21.5	21.2	21.2	21.3	21.3
	National	21.0	20.8	20.8	20.9	20.9

Number and Percentage of Idaho ACT-Tested High School Graduates by Race/Ethnicity, 5-Year Trends

	2001		2002		2003		2004		2005	
	N	%	N	%	N	%	N	%	N	%
All Students	10,014	100	9,733	100	9,992	100	9,430	100	9,468	100
African Am./Black	32	0	.	.	31	0	31	0	.	.
Am. Indian/Alaskan Native	66	1	87	1	93	1	92	1	112	1
Caucasian Am./White	8,506	85	8,213	84	8,346	84	7,744	82	7,708	81
Hispanic	399	4	439	5	496	5	455	5	520	5
Asian Am./Pacific Islander	177	2	163	2	173	2	183	2	170	2
Other/No Response	834	8	806	8	853	9	925	10	929	10

Note: A "." means an insufficient number of students in that category took the ACT.

Idaho and National Average ACT Composite Scores by Race/Ethnicity, 5-Year Trends

		2001	2002	2003	2004	2005
All Students	State	21.5	21.2	21.2	21.3	21.3
	National	21.0	20.8	20.8	20.9	20.9
African Am./Black	State	18.6	.	17.2	17.4	.
	National	16.9	16.8	16.9	17.1	17.0
Am. Indian/Alaskan Native	State	18.2	18.8	18.3	18.6	19.2
	National	18.8	18.6	18.7	18.8	18.7
Caucasian Am./White	State	21.6	21.4	21.4	21.4	21.5
	National	21.8	21.7	21.7	21.8	21.9
Hispanic	State	18.2	18.0	18.0	18.3	18.2
	National	18.8	18.4	18.5	18.5	18.6
Asian Am./Pacific Islander	State	21.7	21.5	21.0	21.5	21.6
	National	21.7	21.6	21.8	21.9	22.1
Other/No Response	State	21.9	21.8	21.3	21.8	21.5
	National	21.2	20.3	20.6	20.9	20.9

Note: A "." means an insufficient number of students in that category took the ACT.

2005 Idaho Average ACT Composite Scores by College-Preparatory Minimum Core Coursework and Race/Ethnicity

	Number Tested	Percent Taking Core or More	Average ACT Composite Score	
			Minimum Core	Non-Core
All Students	9,468	46	22.7	20.0
African Am./Black
Am. Indian/Alaskan Native	112	38	20.5	18.4
Caucasian Am./White	7,708	47	22.8	20.3
Hispanic	520	36	20.0	17.1
Asian Am./Pacific Islander	170	51	23.2	20.6

Note: A "." means an insufficient number of students in that category took the ACT.

ACT Scores and Coursework— Minimum Core vs. Non-Core

ACT Minimum Core

English: 4 years

Mathematics: At least 3 years

Social Sciences: At least 3 years

Natural Sciences: At least 3 years

Historically ACT has reported student performance by “Core” and “Non-Core” course patterns. ACT research shows that it is the *rigor* of high school courses—rather than simply the number of courses—that best prepares students for college success and is reflected in higher ACT scores. For detailed reports on the impact of rigorous coursework on college readiness, please see *Crisis at the Core* (www.act.org/path/policy/pdf/crisis_report.pdf) and *On Course for Success* (www.act.org/path/policy/pdf/success_report.pdf).

For the purpose of longitudinal studies, Minimum Core and Non-Core results are included in this report. For more in-depth information, consult your *Idaho ACT High School Profile Report* and ACT’s *College Readiness Standards* at www.act.org/standard/index.html.

Part II

Measuring College Readiness

Performance of Idaho Students

- English, mathematics, reading, and science
- Effect of taking more rigorous courses



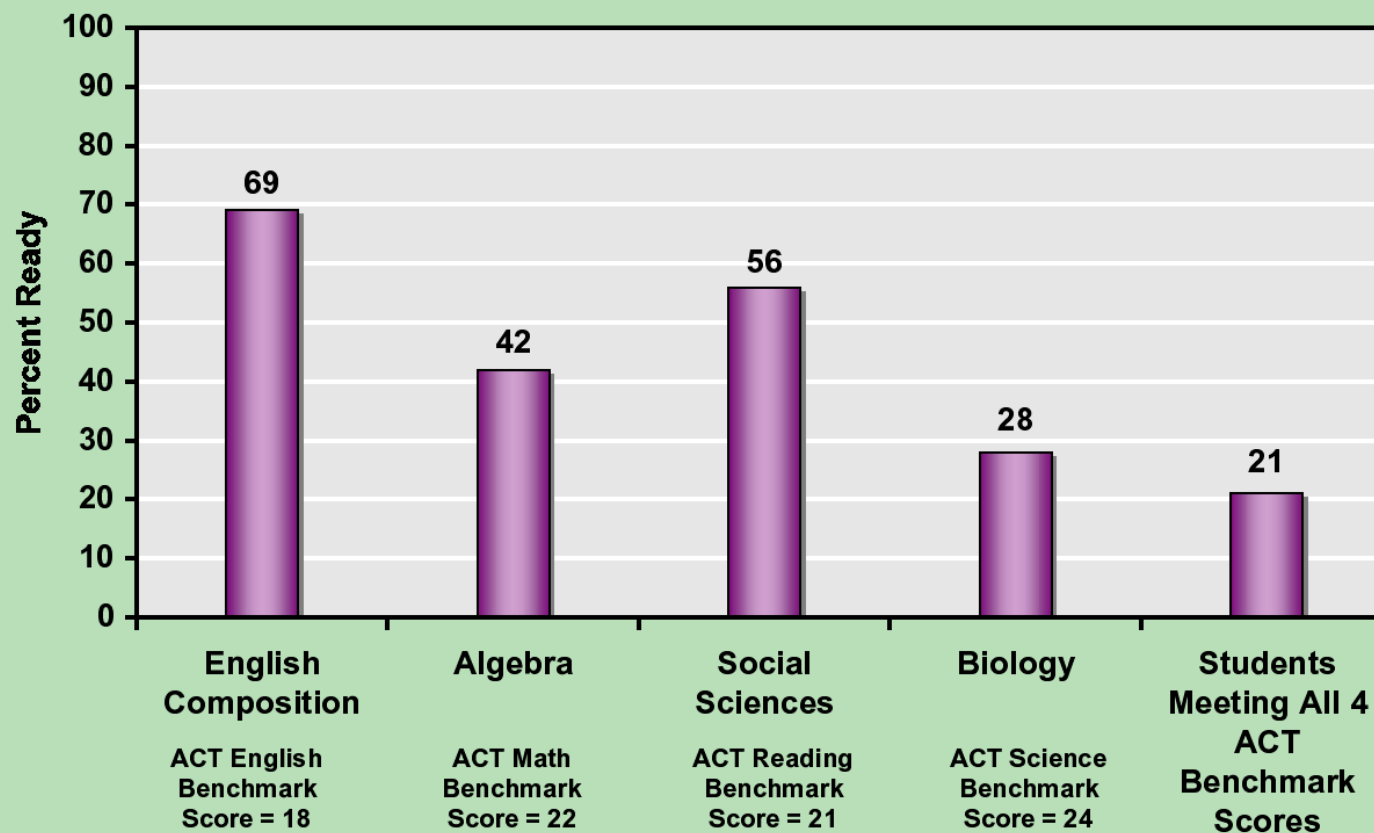
ACT College Readiness Benchmark Scores

Through collaborative research with postsecondary institutions nationwide, ACT has established the following College Readiness Benchmark Scores:

ACT Subject Area Test	College Course(s)	College Readiness Benchmark Score
English	English Composition	18
Math	Algebra	22
Reading	Social Sciences	21
Science	Biology	24

A benchmark score is the minimum score needed on an ACT subject area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

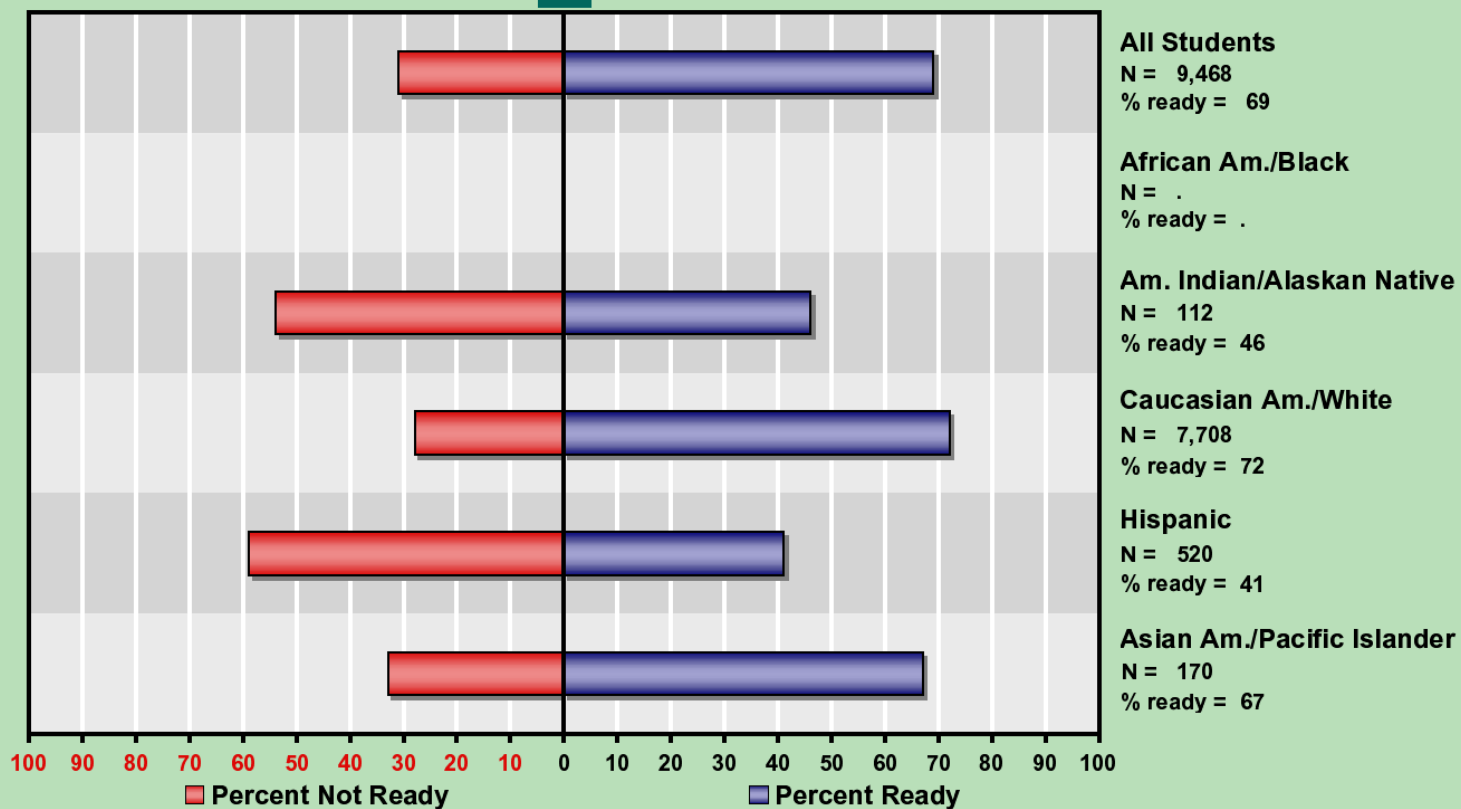
2005 Idaho ACT-Tested Graduates Likely to Be Ready for College-Level Work (in percent)



ENGLISH: Readiness for College English Composition

2005 Idaho Readiness for Credit-Bearing College English Composition by Race/Ethnicity

ACT English Benchmark Score: **18**

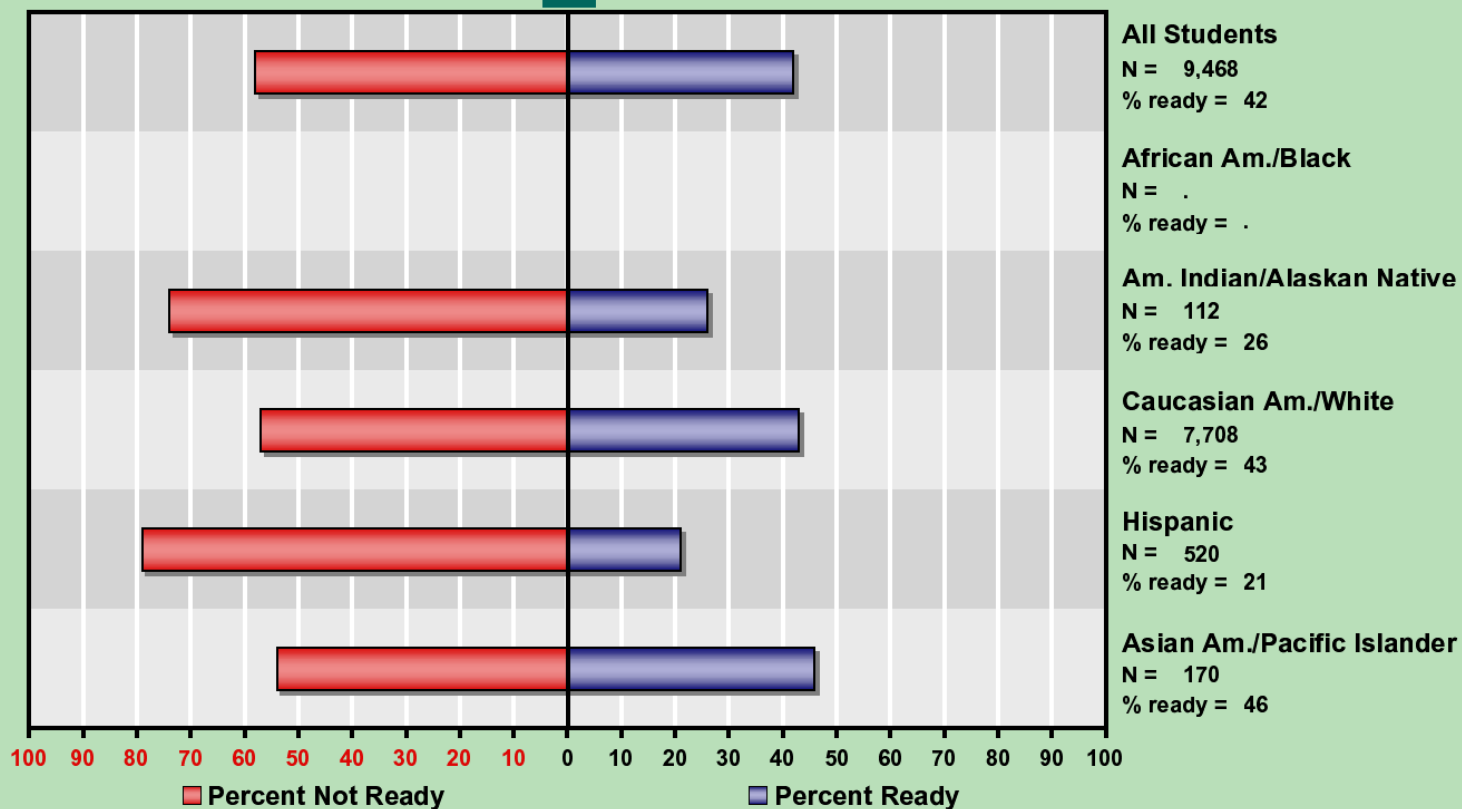


Note: A missing bar means an insufficient number of students in that category took the ACT.

MATHEMATICS: Readiness for College Algebra

2005 Idaho Readiness for Credit-Bearing College Algebra by Race/Ethnicity

ACT Mathematics Benchmark Score: **22**



Note: A missing bar means an insufficient number of students in that category took the ACT.

MATHEMATICS: Readiness for College Algebra

2005 Idaho Average ACT Mathematics Test Score Increase by High School Mathematics Course Sequence

Course Sequence	Average ACT Math Score	Average ACT Math Score Increase*
Core + Advanced Math, Trig, and Calculus	25.0	+ 7.4
Core + Advanced Math and Trigonometry	22.1	+ 4.5
Core + Advanced Math	21.6	+ 4.0
Algebra I, Algebra II, and Geometry (Min. Core)	18.6	+ 1.0
Less than 3 courses (Less than Core)	17.6	

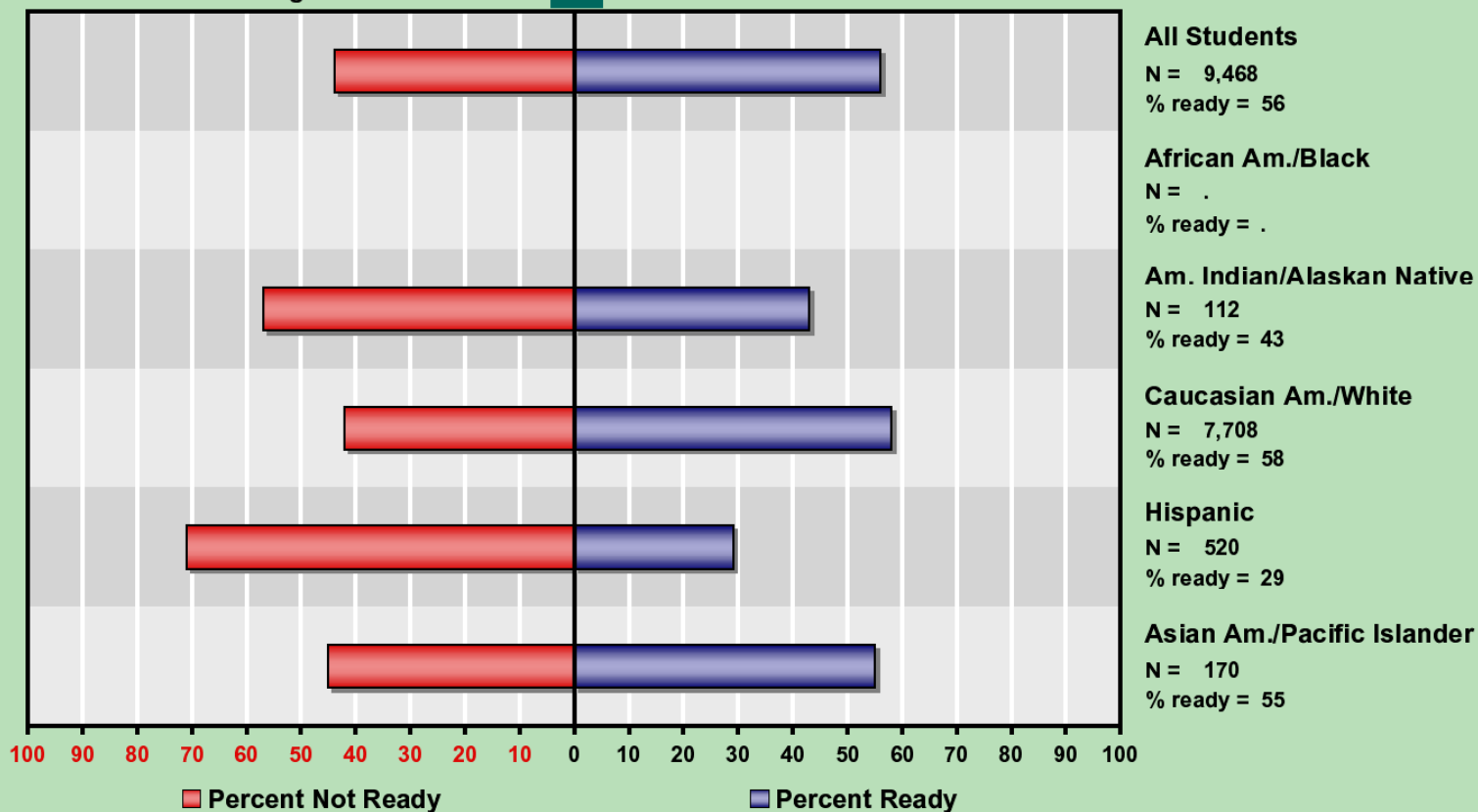
*Increase over taking less than 3 Mathematics courses.

Note: Missing data means an insufficient number of students reported taking that course sequence.

READING: Readiness for College Social Sciences

2005 Idaho Reading Readiness for Credit-Bearing College Social Sciences Courses by Race/Ethnicity

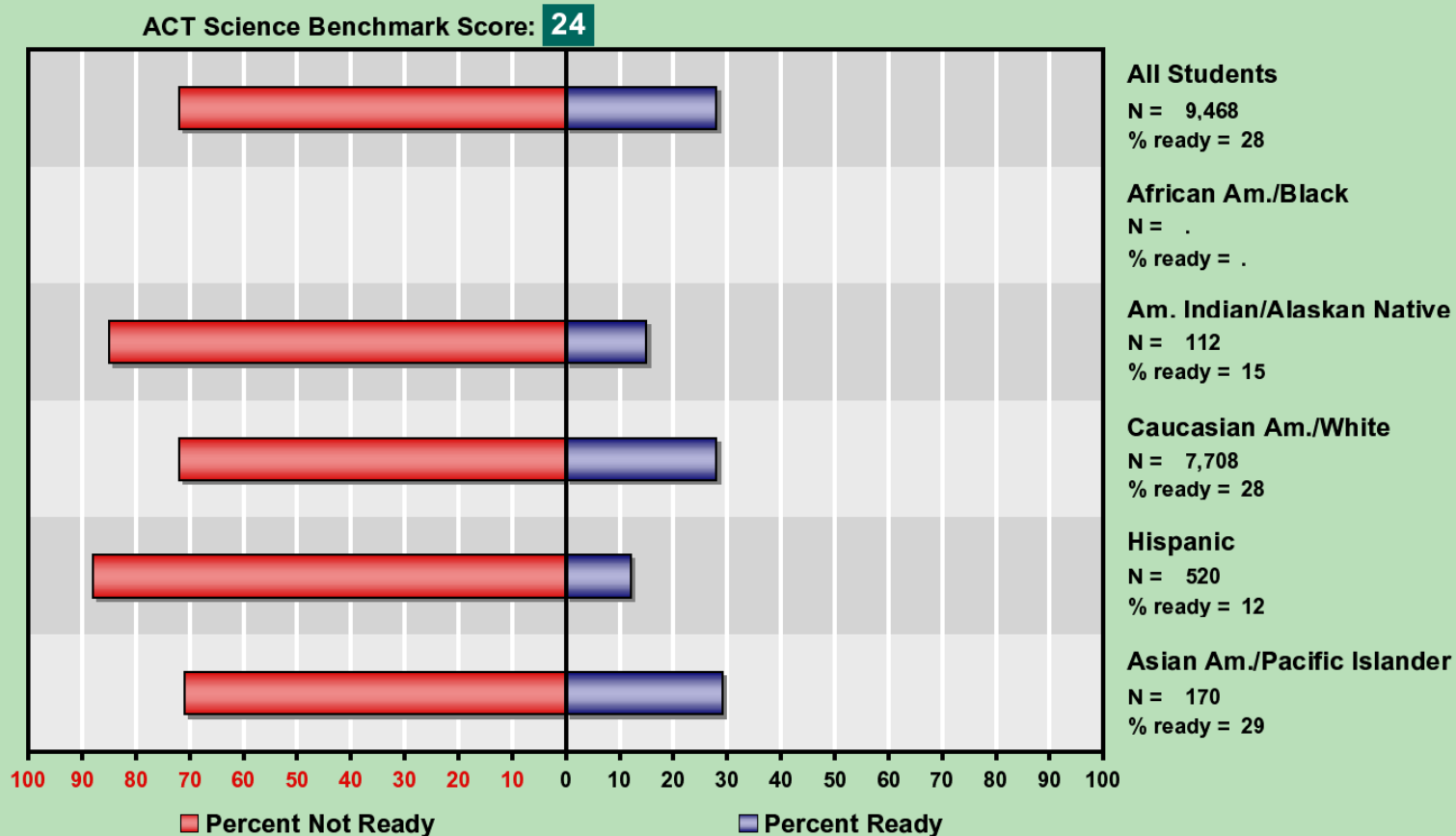
ACT Reading Benchmark Score: **21**



Note: A missing bar means an insufficient number of students in that category took the ACT.

SCIENCE: Readiness for College Biology

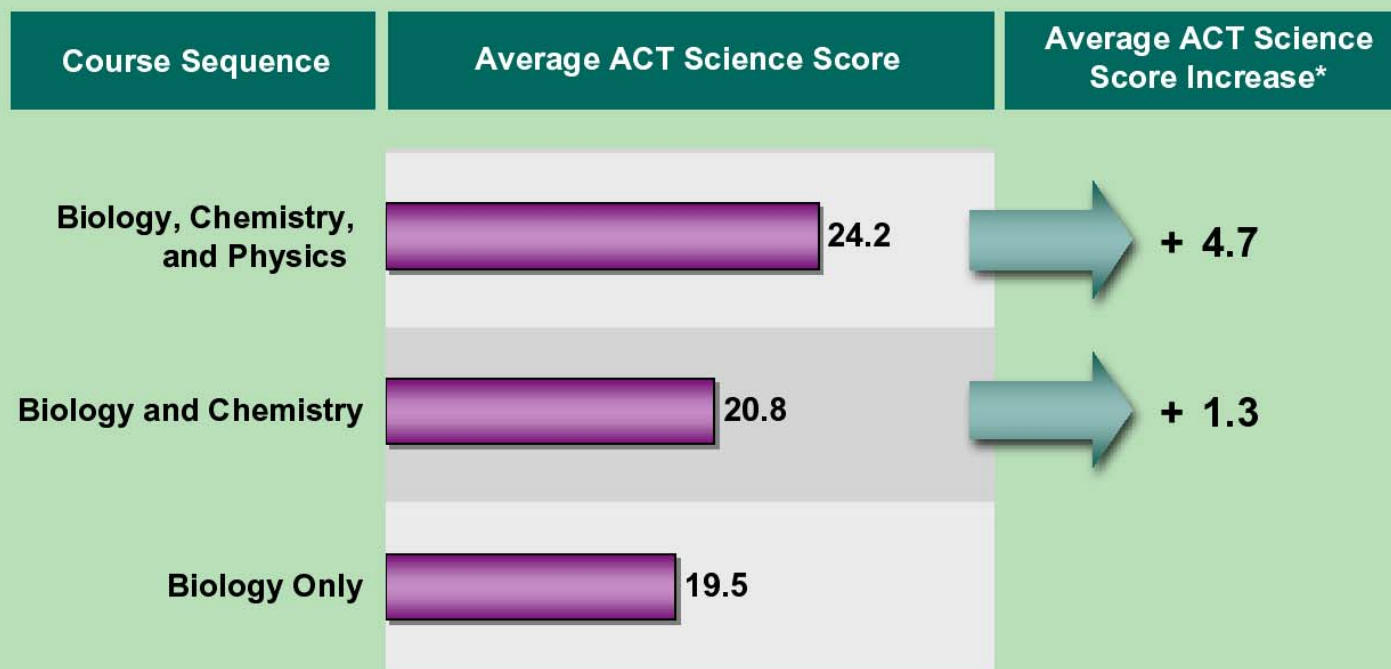
2005 Idaho Readiness for Credit-Bearing College Biology by Race/Ethnicity



Note: A missing bar means an insufficient number of students in that category took the ACT.

SCIENCE: Readiness for College Biology

2005 Idaho Average ACT Science Test Score Increase by High School Science Course Sequence



*Increase over taking Biology only.

Note: Missing data means an insufficient number of students reported taking that course sequence.

Part III

Early Indicators of College Readiness

ACT's EPAS/Educational Planning and Assessment System[®] offers achievement-based assessments at three key points as students move from grade eight through the transition to postsecondary education:

- **EXPLORE for 8th and 9th graders**
- **PLAN for 10th graders**
- **The ACT for 11th and 12th graders**

EPAS promotes decisions to take rigorous college-preparatory courses, supports career planning, and identifies whether students are on target for college readiness. The following results pertain to all 8th- and 10th-grade students in Idaho who participated in EXPLORE[®] and/or PLAN[®] during the academic year 2004-05.

EXPLORE and PLAN

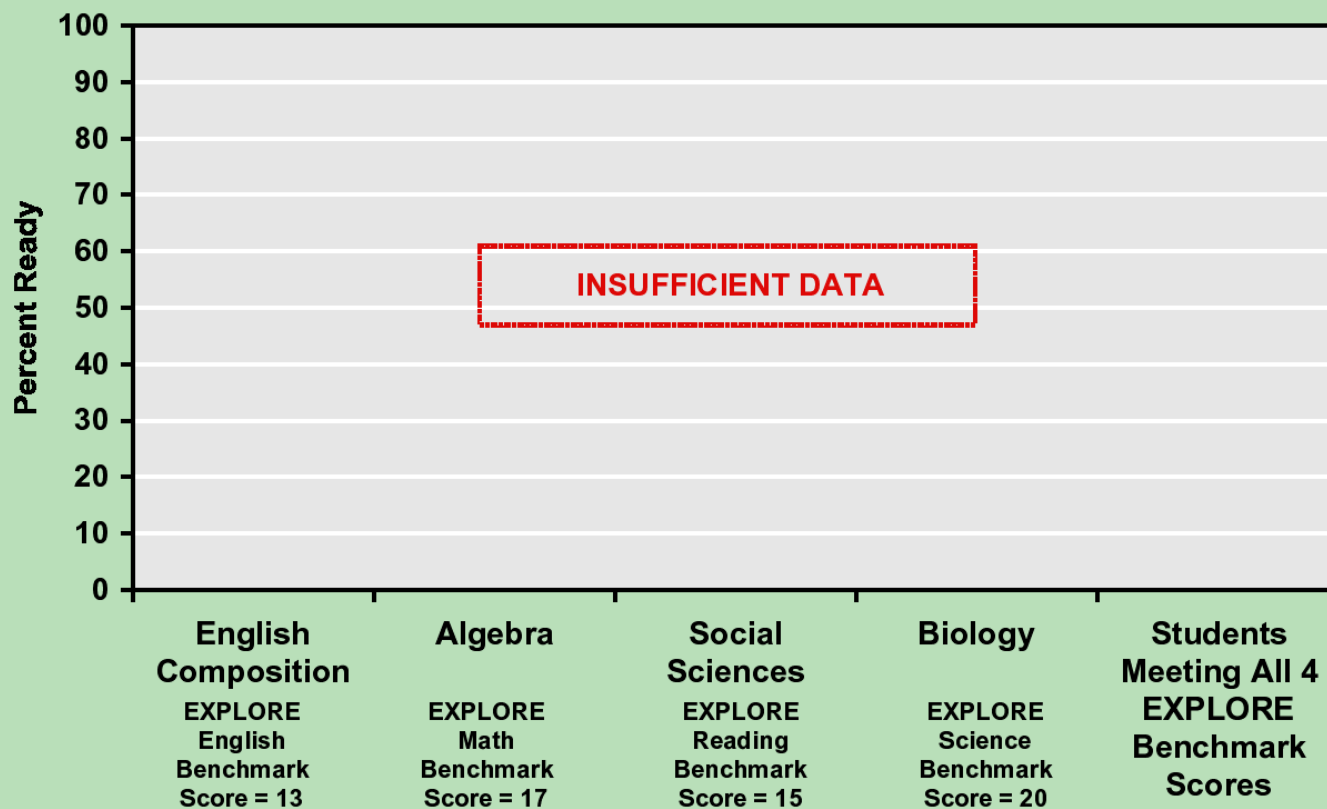
College Readiness Benchmark Scores

The EXPLORE and PLAN College Readiness Benchmark Scores are based on the ACT College Readiness Benchmark Scores. They reflect students' expected growth from EXPLORE to PLAN to the ACT and assume sustained academic effort throughout high school.

ACT Subject Area Test	College Course(s)	College Readiness Benchmark Score		
		EXPLORE	PLAN	ACT
English	English Composition	13	15	18
Math	Algebra	17	19	22
Reading	Social Sciences	15	17	21
Science	Biology	20	21	24

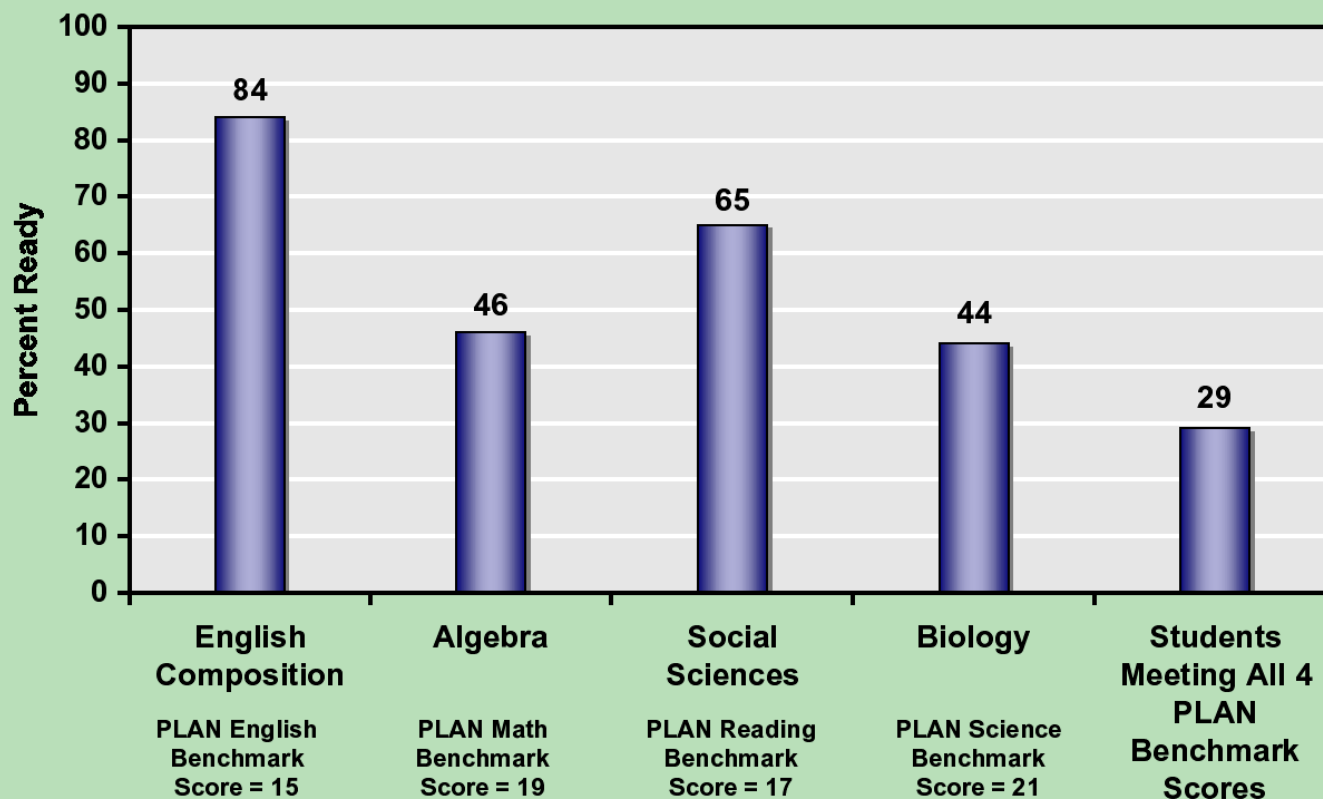
EXPLORE

2004 - 2005 Idaho EXPLORE-Tested Students Likely to Be Ready for College-Level Work (in percent)



PLAN

2004 - 2005 Idaho PLAN-Tested Students Likely to Be Ready for College-Level Work (in percent)



Appendix

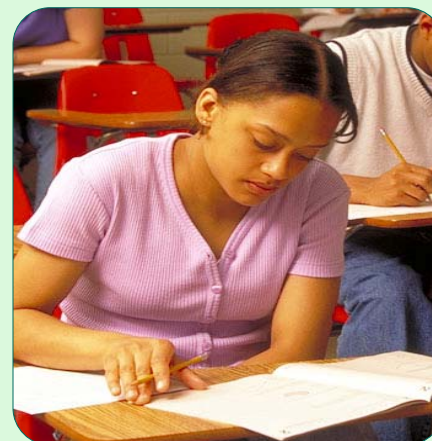
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- **Using EXPLORE and PLAN**
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Using ACT Results

In interpreting and using the results of this ACT summary report, keep in mind that how representative your ACT-tested graduates are of your total population of graduating seniors depends on the number and percentage of graduates who took the ACT.

**For more detailed information,
see the *2005 Idaho ACT
High School Profile Report*.**



Using EXPLORE and PLAN

ACT research shows that students who attend schools that use EXPLORE and PLAN for educational planning and counseling are more likely to attain higher scores on PLAN and the ACT than students who attend schools that do not use EXPLORE and PLAN.

The students whose results are reported in Part 3 of this report may or may not be comparable to the subset of Idaho students who took EXPLORE in 8th grade and then took PLAN in 10th grade and the ACT in 11th or 12th grade.

For more information about EXPLORE, PLAN, and the ACT, go to www.act.org.

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2005 Idaho Average ACT Composite Scores by College-Preparatory
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2005 Idaho ACT-Tested Graduates Likely to Be Ready for College-Level
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PART 3 — Early Indicators of College Readiness

2004 – 2005 Idaho EXPLORE-Tested Students Likely to Be Ready for
College-Level Work (in percent)

2004 – 2005 Idaho PLAN-Tested Students Likely to Be Ready for College-
Level Work (in percent)

ACT National Office

500 ACT Drive
P.O. Box 168
Iowa City, IA 52243-0168
Telephone: 319/337-1000
Fax: 319/339-3020

West Region

2880 Sunrise Boulevard, Suite 214
Rancho Cordova, CA 95742-6549
Telephone: 916/631-9200
Fax: 916/631-8263

3131 S. Vaughn Way, Suite 218
Aurora, CO 80014-3507
Telephone: 303/337-3273
Fax: 303/337-2613

Southwest Region

8303 MoPac Expressway N.
Suite A-110
Austin, TX 78759-8369
Telephone: 512/345-1949
Fax: 512/345-2997



Midwest Region

300 Knightsbridge Parkway, Suite 300
Lincolnshire, IL 60069-9498
Telephone: 847/634-2560
Fax: 847/634-1074

700 Taylor Road, Suite 210
Gahanna, OH 43230-3318
Telephone: 614/470-9828
Fax: 614/470-9830

East Region

4 Pine West Plaza, Suite 403
Albany, NY 12205-5564
Telephone: 518/869-7378
Fax: 518/869-7392

3355 Lenox Rd. N.E., Suite 320
Atlanta, GA 30326-1332
Telephone: 404/231-1952
Fax: 404/231-5945

1315 E. Lafayette St., Suite A
Tallahassee, FL 32301-4757
Telephone: 850/878-2729
Fax: 850/877-8114

